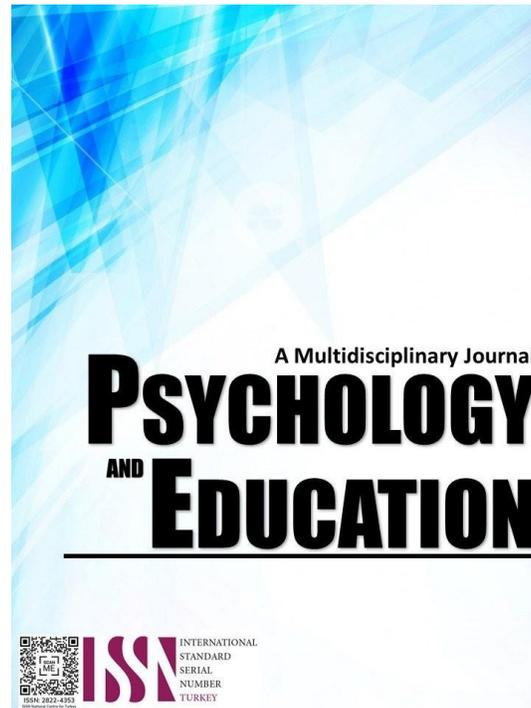


# ENTREPRENEURIAL INTENTION AND ATTITUDE OF HOME ECONOMICS STUDENTS IN TACURONG NATIONAL HIGH SCHOOL



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 40

Issue 10

Pages: 1324-1331

Document ID: 2025PEMJ3933

DOI: 10.70838/pemj.401007

Manuscript Accepted: 04-25-2025

## Entrepreneurial Intention and Attitude of Home Economics Students in Tacurong National High School

Juven Lance C. Javier,\* Ariane Faith E. Arzagon, Savine Mae B. Calimlim,  
John Rey P. Siatong, Jose T. Decena III

For affiliations and correspondence, see the last page.

### Abstract

The study seeks to explore the connection between entrepreneurial intention and entrepreneurial attitude. Conducted at Tacurong National High School, it involved 148 Home Economics students as respondents. A descriptive-correlational research design was employed using a quantitative approach and purposive sampling technique. The survey questionnaire was adapted and contextualized to fit the study's respondents. Mean, Pearson  $r$ , and Multiple Regression were utilized to analyze entrepreneurial attitudes and intentions. Findings revealed that Home Economics students demonstrated a high level of entrepreneurial intention, with career commitment as the most dominant factor. Their entrepreneurial attitude was also notably high, primarily influenced by instrumental motivation. A significant relationship was identified between entrepreneurial intention and attitude, emphasizing their strong connection. Furthermore, career commitment and instrumental attitude emerged as key factors shaping students' entrepreneurial mindset. Ultimately, this study supports students in developing a strong entrepreneurial mindset, enhancing their motivation, confidence, and readiness for future business endeavors.

**Keywords:** *students, entrepreneurial intention, entrepreneurial attitude, multiple regression analysis, Tacurong City*

### Introduction

Social entrepreneurship has garnered significant interest from both scholars and practitioners because it tackles a wide range of pressing societal issues and challenges (Bacq, Geoghegan, Josefy, Stevenson, & Williams, 2020). Economic recessions have a notably adverse effect on entrepreneurial intentions, mainly due to heightened perceived risks and a decrease in available resources (Van Gelderen, 2021). However, individuals with advanced degrees and relevant work experience have a significantly higher likelihood of pursuing entrepreneurial intentions, as they possess the necessary skills and knowledge for entrepreneurship (Liu, 2022).

Entrepreneurship acts as a key driver of both economic development and social well-being (Hechavarria & Sergi, 2019). It is essential in encouraging technological innovation, easing the strain on job markets, and supporting sustainable economic growth (Kickul & Gundry, 2002; Wiramihardja, 2022). In modern research, digitalization is identified as a major catalyst for entrepreneurship and innovation (Berger, 2021). Digital entrepreneurship entails recognizing, evaluating, and pursuing new opportunities to launch innovative products, services, or business models, with digital tools serving as essential enablers, contexts, or results (Briel, 2021).

According to Vamvaka, Stoforos, Palaskas, & Botsaris (2020), students who possess a positive attitude toward entrepreneurship are more inclined to pursue running their own business after graduation instead of seeking employment. Moreover, entrepreneurial intention is most effectively characterized by three key factors: the desire to pursue entrepreneurship, dedication to an entrepreneurial career, and early-stage entrepreneurial activity. (Shi, Yuan, Bell, & Wang, 2020). Furthermore, evidence suggests that entrepreneurship education acts as a moderating factor, enhancing the connection between attitude toward entrepreneurship and entrepreneurial intentions, as well as the link between self-efficacy and entrepreneurial intentions. (Tausif, Haque, Rao, & Khan, 2021).

Although previous studies, such as those by Liñán (2020) and Neneh (2021), have examined various factors influencing entrepreneurial intentions, there is still a lack of research on how specific attitudes, especially instrumental and affective attitudes, influence these intentions. The importance of this research is emphasized by the growing global economic challenges, which require a stronger entrepreneurial response to foster innovation and job creation (Kuckertz, 2020). Moreover, understanding the intricacies of entrepreneurial attitudes can play a vital role in social development by creating a supportive environment for aspiring entrepreneurs, helping them overcome socio-economic barriers more effectively (Dyer, 2021). Bridging this gap is crucial for designing targeted interventions that boost entrepreneurial intentions, especially among home economics students.

### Research Questions

The study aimed to determine the significant relationship between entrepreneurial intention and attitude of Home Economics students in Tacurong National High School. Specifically, it sought to answer the following questions:

1. What was the level of the entrepreneurial intention in terms of:
  - 1.1 choice intention;
  - 1.2 commitment to an entrepreneurial career; and
  - 1.3 nascent entrepreneurship?
2. What was the level of entrepreneurial attitude in terms of:
  - 2.1 instrumental attitude; and

### 2.2 affective attitude?

3. Was there a significant relationship between entrepreneurial intention and attitude of H.E students in TNHS?
4. Is there a domain of entrepreneurial intention influence attitude of H.E student in TNHS?

## Methodology

### Research Design

This study utilized a quantitative research design with a descriptive-correlational approach. The descriptive research design sought to observe and characterize the behavior of the subjects without exerting any influence on them (Shuttleworth, 2019). Its primary objective was to provide a detailed description of various aspects of individuals, situations, or phenomena in their natural environment (Siedlecki, 2020). In contrast, correlational research design investigated the relationships between variables without any researcher manipulation (Bhandari, 2023). This approach measured the strength and direction of correlations, which could be either positive or negative (Cherry, 2023). By applying these methods, the researchers were able to observe and describe the Entrepreneurial Intention and Attitude of H.E students, while the correlational method specifically explored the relationships between these variables, enabling a quantitative analysis. Ultimately, this study provides valuable insights into the Entrepreneurial Intention and Attitude of H.E students.

### Respondents

The research was conducted at Tacurong National High School (TNHS), located in Barangay New Isabela, Tacurong City, Sultan Kudarat province. As the largest public-school institution in the city, TNHS played a crucial role in the educational landscape of Tacurong City. With its size and reputation, it provided an ideal setting for this study, which aimed to explore innovative approaches to learning. The research sought to address the unique challenges of this setting, particularly by examining whether exclusive online learning could enhance student interest and engagement, potentially shifting away from traditional teaching methods.

The study had specifically targeted the H.E students of TNHS as its primary respondents. It aimed to gather valuable insights into their attitudes and perspectives, making this group an ideal focus for the investigation. To collect the necessary data, survey forms had been distributed among these students, ensuring a comprehensive and representative sample. This approach was enabled the researcher to gather diverse responses that accurately reflected the views of the student body. The survey distribution process was carefully planned to achieve high participation rates and reliable data collection, which was essential for analyzing trends and drawing meaningful conclusions from the study.

This study utilized purposive sampling to identify respondents who could provide accurate and relevant data. As a non-probability sampling method, purposive sampling involves intentionally selecting participants based on specific characteristics aligned with the research objectives. This approach allowed the researcher to focus on particular subgroups that could contribute the most valuable and insightful information to the study (Etikan, 2020).

The total number of respondents was determined by calculating 62% of the total population of HE students, which was adequate to reach the target level of confidence or an acceptable amount of uncertainty in the study. It was calculated using Raosoft with 95% level of confidence and 5% margin of error. The study n included 148 respondents, with seventy-four (74) randomly selected Grade 11 students and seventy-four (74) Grade 12 students. Among the Grade 11 HE students, there will be thirty-seven (37) respondents each for both sections. For Grade 12 HE students, there will be thirty-seven (37) respondents each for both sections at Tacurong National High School.

In addition, for individuals to be qualified as respondents in this study, they are required to meet the following qualifications: (a) a Grade 11 or Grade 12 student under the HE strand, and (b) being currently enrolled as a student of Tacurong National High School (TNHS). The respondents were allowed to leave if they experienced unease, felt threatened, or were exposed to either actual or perceived physical, mental, or emotional distress.

### Instrument

The study primary data collection, included assessing the Entrepreneurial Intention and Attitude. The survey questionnaire was adapted and contextualized to suit the study's respondents. The instrument was redesigned to better cater to the Home Economics (H.E) students of Tacurong National High School.

### Procedure

To obtain the data needed for the study, several procedures were used. The first procedure was to obtain permission to conduct the study, which was secured by first asking permission from the principal office, followed by the research coordinator, the academic track coordinator, and lastly, the H.E strand head.

The questionnaire was validated by two experts in this field. After the validation, the researchers conducted a pilot test among H.E students at Tacurong National High School. For pilot testing, a total of 30 questionnaires were distributed. The reliability of the survey was ensured by systematically tallying the responses. Data were collected and retrieved in stages, then organized, collated, and tabulated for analysis. The pilot testing results for the independent variable, Entrepreneurial Intention yielded a Cronbach alpha rating of 0.89

indicating "Good." On the other hand, the dependent variable, Entrepreneurial Attitude, obtained a Cronbach alpha rating of 0.86 indicating "".

Cronbach's alpha was utilized to assess the reliability of the test, particularly its internal consistency. As noted by Johnson (2021), Cronbach's alpha evaluates how effectively the items in a test measure the same underlying construct. An alpha value of 0.9 or higher is classified as excellent, 0.8 or higher as good, 0.7 or higher as acceptable, 0.6 or higher as questionable, 0.5 or higher as poor, and 0.4 or lower as unacceptable.

### Ethical Considerations

The researcher upheld ethical principles and standards throughout the study, diligently adhering to the study protocol, assessments, and standardized criteria. These guidelines were followed in relation to population management and data handling, as outlined below:

**Voluntary Participation.** Respondents in this study had the choice to participate or not, at their discretion. Potential respondents were approached and provided with an explanation procedure, including detailed information on their rights to withdraw or refuse participation in the study.

**Privacy and Confidentiality.** Respondents were not compelled to disclose personal information if they chose not to. The researcher respected respondents' privacy and ensure that no harm or coercion was inflicted upon them.

**Informed Consent Process.** Respondents were adequately informed about the study's purpose, risks, benefits, and their rights. Sufficient time was provided for them to read and understand the materials, ask questions, and voice concerns.

**Plagiarism.** Proper recognition and citation of all sources were ensured to avoid plagiarism or irregularity. Additionally, Turnitin plagiarism detector was be utilized.

**Fabrication.** The study was based on reliable investigations, ensuring that the researcher does not fabricate data or conclusions but accurately represents existing literature.

**Falsification.** Data was not embellished or misrepresented to fit preconceived notions or false claims.

**Conflict of Interest (COI).** Data collection techniques that could result in a conflict of interest were avoided. The study focused solely on the validity of analytical results and the well-being of respondents, without being influenced by any side interests.

**Deceit.** Respondents were assured that providing information would not harm them, and the researcher did not deceive or dishonestly manipulate them.

**Permission from Organization/Location.** Written authorization was obtained from proper authorities before the survey was conducted.

**Authorship.** Contributions of individuals were accurately represented, with the research adviser considered a co-author. Co-authors need to secure consent from others before using the study.

**Permission from Organization/Location.** Before conducting the survey, the researcher obtained written authorization from the principal office, research coordinator, academic track coordinator, and the H.E strand head. Additionally, a formal letter approved by the research adviser was secured.

**Authorship.** The individuals' contributions to the study and reporting were accurately represented in this research paper. The research adviser was considered a co-author. If a co-author wishes to use the study, they needed to secure consent from the other co-authors.

## Results and Discussion

### *Level of Entrepreneurial Intention*

Table 1 showed the evaluation of entrepreneurial intention of Home Economics students in Tacurong National High School, revealing an overall mean score of 3.67, categorized as high. This indicated that the indicators of entrepreneurial intention were frequently observed. Additionally, commitment to an entrepreneurial career recorded the highest mean of 3.81, classified as high and interpreted as frequently observed, while nascent entrepreneurship had the lowest mean score of 3.51, also interpreted as frequently observed.

Table 1. *Level of Entrepreneurial Intention*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive level.</i>
Choice Intention	.763	3.71	High
Commitment to an Entrepreneurial Career	.718	3.81	High
Nascent Entrepreneurship	.985	3.51	High
Overall	.822	3.67	High

The high entrepreneurial intention among Home Economics students at Tacurong National High School is evident across all indicators, reflecting their strong commitment to starting a business. According to Maleki (2023), entrepreneurial intention is a cognitive state influenced by both personal attitudes and external factors, serving as a key predictor of future entrepreneurial behavior. Yi (2021)

further explains that entrepreneurial intention involves individuals' attitudes toward the consequences of individuals' decisions are influenced by their belief in the desirability and feasibility of entrepreneurship. Supporting this idea, Shi et al. (2020) reference the Theory of Planned Behavior, which posits that entrepreneurial intention is shaped by an individual's interaction with their environment, including social norms and perceived behavioral control. While intention is a crucial factor, Kiani et al. (2020) argue that it alone is not enough for actual business creation, emphasizing the need for proper education, resources, and support systems to transform entrepreneurial intention into action.

### **Level of Entrepreneurial Attitude**

Table 2 displays the Entrepreneurial Attitude of Home Economics students at Tacurong National High School, revealing an outstanding overall mean score of 3.88, which signifies a remarkably high level of motivation. Instrumental attitude recorded the highest mean score of 3.96, classified as high and interpreted as students always being motivated. Conversely, affective attitude obtained the lowest mean score of 3.80, also categorized as high, indicating that students are oftentimes motivated.

Table 2. *Level of Attitude*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive level.</i>
Instrumental Attitude	.778	3.96	High
Affective Attitude	.769	3.80	High
Overall	.773	3.88	High

The results indicate that Home Economics students at Tacurong National High School exhibit a strong entrepreneurial attitude, demonstrating motivation and determination to pursue business ventures (Hussain, 2020). Their instrumental attitude reflects an understanding of the practical benefits of entrepreneurship, which reinforces their commitment to starting a business (Obschonka, 2018).

However, their affective attitude is slightly lower, suggesting that while they are motivated, their enthusiasm may be influenced by external factors such as confidence and support networks (Yang, 2021). Research indicates that exposure to an entrepreneurial culture fosters a positive outlook, encouraging risk-taking and innovation (Chandra & Sharma, 2021). These findings highlight the importance of strengthening both the practical and emotional aspects of entrepreneurial attitudes to better prepare students for future business endeavors (Kautonen, 2020).

### **Significant Relationship Between Entrepreneurial Intention and Attitude**

Table 3 shows that the calculated Pearson's correlation coefficient of 0.642, based on a sample size (N) of 148 respondents, signifies a moderate positive correlation. Furthermore, the computed p-value of 0.000 is lower than the 0.05 significance level. Consequently, the first null hypothesis, which stated that there is no significant relationship between Entrepreneurial Intention (IV) and Entrepreneurial Attitude (DV), is rejected.

Table 3. *Significant relationship between entrepreneurial intention and attitude of Home Economics (H.E) students in Tacurong National High School*

<i>Category</i>	<i>p-value</i>	<i>r-value</i>	<i>Significant</i>
Entrepreneurial Intention vs Entrepreneurial Attitude	p<0.000	0.642	Moderate Positive Correlation

*Correlation is significant at the 0.01 level (2-tailed).*

The results align with the findings of Liñán and Fayolle (2020), who identified significant positive correlations between entrepreneurial intention and attitude, although these factors did not directly lead to actual business creation. Saeed (2022) also supported this notion, highlighting that attitude is the most influential factor shaping entrepreneurial behavior. Various elements, such as personal mindset, social influence, and risk perception, affect entrepreneurial intention.

Furthermore, Yang (2021) found that a positive attitude can enhance individuals perceived feasibility and desirability of starting a business by boosting self-efficacy, opportunity recognition, and innovation. However, the results also present a contrast with Kiani, Liu, Ghani, and Popelnukha (2020), who observed that some aspiring entrepreneurs expressed doubts about the impact of entrepreneurial attitudes on their actual intention to start a business, suggesting a more complex relationship between attitude and entrepreneurial action.

### **Significant Influence Between Entrepreneurial Intention and Attitude**

Table 4 demonstrated the significant influence of entrepreneurial intention on attitude, as indicated by the computed multiple regression analysis. Choice Intention, Commitment to an Entrepreneurial Career, and Nascent Entrepreneurship obtained p-values of .000, .000, and .001, respectively, all below the 0.05 significance level. Consequently, the null hypothesis, which suggested no significant influence between entrepreneurial intention and attitude, was rejected. The  $R^2$  value of .636 indicates that the variance in entrepreneurial attitude was explained by these factors. Additionally, the F-value of 83.777 and a p-value of .000 confirmed the model's overall significance, reinforcing the strong impact of entrepreneurial intention on entrepreneurial attitude.

Table 4. *Multiple Regression Analysis of the Influence of Entrepreneurial Intention and Entrepreneurial Attitude*

	<i>Entrepreneurial Attitude</i>				
Entrepreneurial Intention	<i>B</i>	Beta	t-value	p-value	
<i>(Constant)</i>	.789		3.815	.000	
Choice Intention	.385	.404	5.607	.000	S
Commitment to an Entrepreneurial Career	.284	.281	3.602	.000	S
Nascent Entrepreneurship	.164	.222	3.237	.001	S
$R^2$	.636				
F-value	83.777				

\*S=Significant; NS=Not Significant

The study's findings align with those of Liñán and Fayolle (2020), who emphasized the significant impact of entrepreneurial attitude on entrepreneurial intention. Their research reaffirmed that individuals with a positive perception of entrepreneurship are more inclined to pursue business ventures. Additionally, Yang (2021) highlighted the crucial role of self-confidence and supportive networks in strengthening entrepreneurial commitment, aligning with the study's conclusion that strong entrepreneurial attitudes contribute to higher entrepreneurial intention. Furthermore, Zhou and Wu (2021) found that nascent entrepreneurship, driven by autonomy and financial aspirations, plays a significant role in an individual's likelihood of starting a business. These findings further reinforce the idea that a positive entrepreneurial attitude is a key predictor of entrepreneurial intention, emphasizing the importance of fostering a proactive mindset toward entrepreneurship.

## Conclusions

Based on the conclusions of the study, Home Economics students at Tacurong National High School displayed a high level of entrepreneurial intention, suggesting a strong inclination toward pursuing entrepreneurial ventures. Their entrepreneurial attitude was similarly elevated, indicating a clear interest in entrepreneurship. A moderate positive correlation was identified between entrepreneurial intention and attitude, showing that as students' interest in entrepreneurship increases, their intent to pursue it also rises. Furthermore, instrumental and affective attitudes—key indicators of entrepreneurial intention—were found to significantly impact students' overall entrepreneurial mindset.

In light of these findings, several recommendations were made. Given that nascent entrepreneurship was the lowest-rated indicator, the researchers suggest enhancing students' real-world business exposure and providing more hands-on training to bridge theory and practice. Since instrumental attitude (practical understanding and perceived benefits of entrepreneurship) scored higher than affective attitude (emotional attachment and enthusiasm), it is important to build students' confidence and resilience through engaging activities, role model exposure, and business simulations.

The observed correlation between entrepreneurial intention and attitude indicates that both areas should be developed concurrently. Programs such as experiential learning and entrepreneurial challenges can serve to enhance both simultaneously. Additionally, attention should be paid to specific domains such as choice intention, career commitment, and nascent entrepreneurship, as they significantly shape a student's entrepreneurial disposition. Future research is encouraged to explore other unexamined variables that could contribute to a more comprehensive understanding of entrepreneurial intention and attitude among Home Economics students.

## References

- Abun, D. (2021). The role of affective attitudes in research challenges faced by teachers and students. *Journal of Educational Psychology*, 19(4), 221-235.
- Aima, M. (2020). Factors influencing the development of an entrepreneurial mindset: Education, attitudes, and self-efficacy. *Journal of Entrepreneurship Education*, 23(3), 150-165.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Ajzen, I. (2015). Consumer attitudes and behavior: A meta-analysis of the theory of planned behavior. *Journal of Consumer Research*, 32(3), 514-527.
- Al Mamun, A. (2021). The impact of self-efficacy on entrepreneurial intention among university students. *Journal of Entrepreneurship Education*, 24(1), 65-78.
- Amofah, K., & Saladríguez, R. (2022). Impact of attitude towards entrepreneurship education and role models on entrepreneurial intention. *Journal of Innovation and Entrepreneurship*, 11(1),
- Ankiewicz, P. (2019). Affective, cognitive, and behavioral components of attitudes: A research gap in focus. *Journal of Educational Research*, 36(2), 123-138.
- Ataullah, M. (2020). Entrepreneurial intention as a predictor of entrepreneurial behavior. *Journal of Business Venturing Insights*, 15, e00256.

- Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. A. (2020). The COVID-19 virtual idea blitz: Marshaling social entrepreneurship to rapidly respond to urgent grand challenges. *Business Horizons*, 63(6), 705-723.
- Berger, R. (2021). Digitalization: The driver of entrepreneurship and innovation. *Journal of Digital Innovation*, 8(2), 113-129.
- Bhandari, P. (2023). *Correlational Research | When & How to Use*. Scribbr.
- Briel, F. (2021). Understanding digital entrepreneurship: Toward a digital entrepreneurial ecosystem. *Journal of Business Research*, 124, 1-9.
- Chandra, S., & Sharma, A. (2021). The influence of societal culture on entrepreneurial attitudes among youth. *International Journal of Entrepreneurship and Small Business*, 42(3), 256-270.
- Chen, Y. (2020). Career choice intention and its influence on job pursuit among graduates. *International Journal of Career Development*, 27(2), 123-135.
- Cherry, K. (2023). *Correlation Studies in Psychology Research*. Verywell Mind.
- Duong, M. (2023). The entrepreneurial intention-behavior gap among students: Causes and implications. *Journal of Small Business Management*, 61(2), 218-232.
- Dyer, J. H. (2021). The importance of entrepreneurial attitudes in overcoming socio-economic barriers: Pathways for educational interventions. *Journal of Entrepreneurship Education*, 24(6) entrepreneurial ecosystem. *Journal of Business Research*, 124, 1-9.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Farrington, S. (2020). Commitment to an entrepreneurial career: Understanding the motivations behind starting a small business. *Journal of Small Business Management*, 58(4), 872-891.
- Gabay-Mariani, C., & Boissin, J. P. (2021). The role of commitment and internal locus of control in shaping entrepreneurial intentions. *Journal of Business Venturing*, 36(2), 105-117.
- Gali, M. (2020). Challenges in resource mobilization for social entrepreneurship. *Journal of Social Entrepreneurship*, 11(2), 215-230.
- Garavan, T. N., & O'Brien, F. (2020). An entrepreneurial career: Definition and framework. In *The Routledge Companion to Career Studies* (pp. 123-138). Routledge.
- Gomezcel, A., & Aleksić, D. (2020). The entrepreneur's perception and behavior in uncertain environments. *Journal of Entrepreneurial Behavior & Research*, 26(3), 489-505.
- Hamid, A., & Mohamad, R. (2020). Affective attitudes in the Theory of Planned Behavior: Predicting tourist revisit intentions. *Journal of Travel Research*, 59(6), 1025-1040.
- Harada, T., Masumoto, K., & Okada, Y. (2023). Instrumental attitudes and future time perspective: Implications for behavior change. *Journal of Behavioral Sciences*, 52(1), 45-61.
- Hoang, G., Le, T.T.T., Tran, A.K.T., & Du, T. (2021). Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: The mediating roles of self-efficacy and learning orientation. *Education + Training*, 63(1), 115-133.
- Hussain, M. (2020). The role of entrepreneurial attitude in fostering entrepreneurial activities. *Journal of Business Venturing Insights*, 14, e00241.
- Jackson, T. (2021). The impact of social dynamics and educational programs on pro-entrepreneurial mindsets. *Journal of Entrepreneurship Education*, 24(2), 95-110.
- Jena, R. K. (2020). Role of cognitive, affective, and psychomotor aspects in shaping attitudes through entrepreneurship education. *Journal of Entrepreneurship in Emerging Economies*, 12(2), 201-218.
- Kautish, P., & Sharma, R. (2021). Terminal and instrumental values: Impact on environmental awareness and green product intentions. *Journal of Cleaner Production*, 286, 125-137.
- Kautonen, T. (2020). Entrepreneurship education: Building positive attitudes and self-efficacy for entrepreneurial success. *Journal of Entrepreneurship and Innovation*, 19(2), 180-197.
- Kautonen, T. (2021). Attitude and intention: The role of entrepreneurial self-efficacy in the theory of planned behavior. *Entrepreneurship & Regional Development*, 33(5-6), 479-500.
- Kautonen, T. (2022). The role of self-efficacy in entrepreneurial intentions: A review of the literature. *International Journal of Entrepreneurial Behavior & Research*, 28(1), 24-47.

- Kiana, L., & Mabeifam, M. (2020). Perceptions and use of the virtual library by undergraduates at the International University of Management, Namibia. *African Journal of Library, Archives & Information Science*, 30(1), 15-22. *Business Management*, 40(2), 85-97.
- Kiani, A. K., Liu, B., Ghani, U., & Popelnukha, A. (2020). Entrepreneurial intentions and start-ups: The moderating role of institutional support. *Journal of Entrepreneurship and Innovation in Emerging Economies*, 6(1), 1-14.
- Kickul, J., & Gundry, L. K. (2002). Prospecting for strategic advantage: The proactive entrepreneurial personality and small firm innovation. *Journal of Small Business Management*, 40(2), 85-97.
- Kickul, J., & Gundry, L. K. (2002). Prospecting for strategic advantage: The proactive entrepreneurial personality and small firm innovation. *Journal of Small*
- Kong, F., Zhao, L., & Tsai, C.-H. (2020). The relationship between entrepreneurial intention and action: The effects of fear of failure and role model. *Frontiers in Psychology*, 11, 229.
- Kuckertz, A., Brändle, L., Gaudig, A., Hinderer, S., Reyes, C. A. M., Prochotta, A., Steinbrink, K. M., & Berger, E. S. C. (2020). Startups in times of crisis – A rapid response to the COVID-19 pandemic. *Journal of Business Venturing Insights*, 13, e00169.
- Li, L., & Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intention: Does team cooperation matter? *Journal of Global Entrepreneurship Research*, 9, 35.
- Li, Y. (2020). The role of social norms in shaping entrepreneurial aspirations. *Journal of Economic Behavior & Organization*, 177, 540-552.
- Liñán, F., & Chen, Y. (2020). The role of positive attitude in building self-esteem and resilience for entrepreneurship. *Journal of Entrepreneurship Theory and Practice*, 45(3), 478-495.
- Liñán, F., & Chen, Y. W. (2015). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 39(3), 591-634.
- Liñán, F., Jaén, I., & Hueso, J. A. (2020). The influence of collectivistic personal values on the formation of entrepreneurial intentions. *International Small Business Journal*, 38(5), 449-473. [cite](#) [turn0search0](#)
- Liñán, F., Paul, J., & Fayolle, A. (2020). SMEs and entrepreneurship in the era of globalization: advances and theoretical approaches. *Small Business Economics*, 55, 695-703.
- Lithopoulos, A., Tremblay, M. S., & Barnes, J. D. (2020). The role of affective and instrumental attitudes in reducing sedentary behavior: A randomized controlled trial. *Applied Psychology: Health and Well-Being*, 12(2), 456-472.
- Liu, Y. (2022). Advanced education and work experience: Key factors in entrepreneurial intention. *Entrepreneurship Education Journal*, 10(3), 214-229.
- Liu, Y. (2022). Determinants of entrepreneurial intention among students: The role of education and self-efficacy. *Journal of Entrepreneurship Development*, 14(2), 345-360
- Maleki, A. (2023). Exploring the factors influencing entrepreneurial intention among students: The role of attitudes and external environments. *Journal of Entrepreneurship and Business Innovation*, 10(1), 45-60.
- Neneh, B. N. (2020). Entrepreneurial passion and entrepreneurial intention: The role of social support and entrepreneurial self-efficacy. *Studies in Higher Education*, 47(3), 587-603.
- Neneh, B. N. (2020). The role of social support in enhancing self-efficacy and entrepreneurial intention among youth. *Journal of Enterprising Communities: People and Places in the Global Economy*, 14(2), 175-195.
- Obschonka, M. (2018). The influence of positive entrepreneurial outlooks on transforming intentions into actions. *Journal of Business Venturing*, 33(2), 167-184.
- Reynolds, P. D. (2021). Nascent entrepreneurs and the transition to entrepreneurship: Why do people start new businesses? *Journal of Business Venturing Insights*, 15, e00239.
- Saeed, M. (2022). Impact of training programs on self-confidence and entrepreneurial commitment. *Journal of Entrepreneurship and Small Business Development*, 29(1), 75-89.
- Schunk, D. H., & Pajares, F. (2005). Self-efficacy in education: Theoretical and educational considerations. *Educational Psychologist*, 40(2), 83-84.
- Shapero, A., & Sokol, L. (1982). Social dimensions of entrepreneurship. In C. A. Kent, D. L. Sexton, & K. H. Vesper (Eds.), *Encyclopedia of entrepreneurship* (pp. 72-90). Prentice Hall.

- Shi, W., Yuan, Q., Bell, R., & Wang, J. (2020). Investigating entrepreneurial intention among students: The role of choice intention, commitment, and nascent entrepreneurship. *Journal of Entrepreneurship and Innovation*, 14(3), 245-261.
- Shirokova, G., Edelman, L. F., & Manolova, T. S. (2020). The impact of family support on young entrepreneurs' start-up activities. *Journal of Business Venturing*, 35(1), 105-120.
- Shuttleworth, M. (2019). Descriptive research design. Explorable.com.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12.
- Syed, M. (2020). Understanding the development of entrepreneurial intentions among students. *Journal of Entrepreneurship in Emerging Economies*, 12(1), 112-128.
- Tausif, M. R., Haque, M. I., Rao, N., & Khan, M. R. (2021). The moderating role of entrepreneurship education in strengthening the relationship between attitude toward entrepreneurship and entrepreneurial intentions. *Journal of Entrepreneurship Education*, 24(1), 1-15.
- Tseng, C. (2022). The role of entrepreneurial intention in the process of venture creation. *Journal of Business Research*, 138, 602-614.
- Uysal, C. (2021). Commitment and internal locus of control in entrepreneurship. *Journal of Applied Psychology*, 86
- Vamvaka, V., Stoforos, C., Palaskas, T., & Botsaris, C. (2020). Attitude toward entrepreneurship, perceived behavioral control, and entrepreneurial intention: dimensionality, structural relationships, and gender differences. *Journal of Innovation and Entrepreneurship*, 9, 1-26.
- Wallace, M. (2020). Knowledge-based attitudes as predictors of interpersonal attraction and engagement. *Journal of Social Psychology*, 160(3), 305-318.
- Wang, Y., Li, P., Zhang, B., & Han, Y. (2022). Does cognitive attitude matter when affective attitude is negative in physical activity behavior change? *Research Quarterly for Exercise and Sport*, 94(4), 1053-1061.
- Yang, X. (2021). The impact of entrepreneurial education on entrepreneurial intention: The mediating role of entrepreneurial attitude and self-efficacy. *Journal of Entrepreneurship Research*, 12(3), 215-230.
- Yi, G. (2021). From green entrepreneurial intentions to green entrepreneurial behaviors: The role of university entrepreneurial support and external institutional support. *International entrepreneurship and management journal*, 17(2), 963-979
- Zhang, P., Zhang, J., & Wu, J. (2022). Understanding entrepreneurial intentions: A comprehensive definition and framework. *Entrepreneurship Research Journal*, 12(3), 567-590.

### **Affiliations and Corresponding Information**

#### **Juven Lance C. Javier**

Tacurong National High School  
Department of Education – Philippines

#### **Ariane Faith E. Arzagon**

Tacurong National High School  
Department of Education – Philippines

#### **Savine Mae B. Calimlim**

Tacurong National High School  
Department of Education – Philippines

#### **John Rey P. Siaotong**

Tacurong National High School  
Department of Education – Philippines

#### **Jose T. Decena III**

Tacurong National High School  
Department of Education – Philippines